DOCUMENT RESUME

ED 147 545 08 CE 013 825

AUTHOR Croft, Roger
TITLE An Assessment of Principal Needs and Alternative Solutions for Cooperative Education Programs in Utah, 1977.
INSTITUTION Utah State Board of Education, Salt Lake City. Div. of Research and Development.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE 77
NOTE 49p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Cooperative Education; Cooperative Programs; Educational Needs; Educational Research; Information Needs; Inservice Teacher Education; *Instructor Coordinators; *Needs Assessment; Post Secondary Education; Program Administration; Program Coordination; Program Effectiveness; *Program Improvement; Secondary Education; State Programs; State Surveys; Statewide Planning; Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS Utah

ABSTRACT

A study was done to (1) assess the level and extent of the current needs of Utah's cooperative education (CE) program coordinators and (2) assemble alternative solutions to facilitate planning and action intended to meet these needs. A three-step data collection process was employed to determine the principal needs. Program coordinators, students, sponsoring employers, and CE and vocational area specialists participated in interviews and surveys. Alternative solutions were assembled from the responses received from program coordinators and representatives of two national CE service centers when they were asked to describe practical solutions in meeting the identified needs. The ten principal program coordinator needs were (1) more time to handle responsibilities, (2) greater support from administrators for CE programs, (3) more input on budget allocations, (4) better information flow about guidelines and policy changes, (5) more information about current funding guidelines and policy changes, (6) greater awareness of options in related class curriculum, (7) more idea exchange with other programs, (8) more of the right kind of students entering the program, (9) better means of training employer-sponsors, and (10) better means of training coordinators. (Fifteen recommendations for meeting these needs are presented. The data collection instruments and a tabulation of the results and a summary of comments are appended.) (EM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED147545

AN ASSESSMENT OF PRINCIPAL NEEDS AND ALTERNATIVE SOLUTIONS FOR COOPERATIVE EDUCATION PROGRAMS IN UTAH, 1977

Study Conducted by

DIVISION OF RESEARCH AND DEVELOPMENT
Quentin E. Utley, Administrator
G. Warren Gaddis, Research Specialist

Roger Croft
Principal Investigator

Worldwide Education and Research Institute

In Cooperation with

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
Walter Ulrich, Administrator
Frank Blair, Specialist

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UTAH STATE BOARD OF EDUCATION

Walter D. Talbot
State Superintendent of Public Instruction

Lerue Winget
Associate Superintendent for Instruction
Vaughn L. Hall
Associate Superintendent for Adult, Vocational, and Rehabilitation Services

Salt Lake City, Utah
1977

CE 013 825

UTAH STATE BOARD OF EDUCATION
250 East Fifth South
Salt Lake City, Utah 84111

Mrs. Jean Burnside, Chairman
District 2
Magna 84044

A. Glenn Christensen, Vice Chairman
District 2
Salt Lake City 84120

Sheldon S. Allred
District 6
Price 84501

Jesse Anderson
District 4
Ogden 84401

W. Dean Belnap
District 5
Bountiful 84010

Mrs. Lila B. Bjorklund
District 1
Salt Lake City 84103

Rodney L. Dahl
District 3
Sandy 84070

Stephen L. Garrett
District 7
Cedar City 84720

Reuben D. Law
District 7
Provo 84601

Jay A. Monson
District 4
Logan 84321

Charles W. Peters
District 1
Salt Lake City 84102

Walter D. Talbot, Executive Officer
LaPreal W. Lublin Secretary

TABLE OF CONTENTS

		Page
I.	SUMMARY OF PRINCIPAL NEEDS AND RECOMMENDATIONS FOR SEA AND REGIONAL PERSONNEL	1
II.	INTRODUCTION	4
III.	PROCEDURE	6
IV.	RESULTS	8
V.	DISCUSSION	15

APPENDICES

A.	Weber State Workshop Questionnaire	20
B.	Weber State Workshop Results	25
C.	Alternative Solutions - 1977	36

LIST OF SUMMARIES

		Page
1.	Summary of Coordinators', Students', and Employers' Responses to Initial Interviews	8
2.	General Needs of Utah's CE Programs Derived from Weber State Questionnaire	9
3.	Summary of Principal Needs and Solutions for (1) Coordinators and (2) SEA and Regional Personnel	11

SUMMARY OF PRINCIPAL NEEDS AND RECOMMENDATIONS
FOR SEA AND REGIONAL PERSONNEL

The following summary is divided into two parts. In the left column are the 10 principal needs of Utah's Cooperative Education (CE) Programs as derived from the results of this study. In the right column are recommended strategies for State Education Association (SEA) and regional personnel based largely on input from CE coordinators and others working with CE programs.

The recommendations are presented more as possible extensions of current services offered to CE coordinators rather than as abrupt new directions. Coordinators were generally pleased with the help and support they received from SEA and regional personnel and were usually just naming areas where additional attention might be given.

There is a (Coordinator) Need for:	Recommendations for SEA and Regional Personnel
General	1. Distribute the Solutions-1977 brochure developed by this study to all coordinators in the State this fall, perhaps as a section of the Association of Cooperative Coordinators and Employers of Utah Newsletter.
	2. Help coordinators build skills in and stay aware of the importance of a broad public relations program.
	3. Increase instructional resources available to coordinators, particularly (1) slide/tape packages useful in training and public relations and (2) curriculum alternatives and models.
	4. Encourage coordinator participation in the newly established Association of Cooperative Coordinators and Employers of Utah.

Getting Administrative Support	
1. More time to handle responsibilities. 2. Greater support from administrators (principals, counselors, etc.) for Cooperative Education programs. 3. More input on budget allocations (particularly at the school level).	1. Help coordinators build skills in and stay aware of the importance of working actively with administration. 2. Offer to meet with administrators to help them see the whole C.E. picture.
Getting Information	
1. Better information flow about guidelines and policy changes. 2. More information about current funding guidelines and policy changes. 3. Greater awareness of options in related class curriculum. 4. More idea exchange with other programs.	1. Utilize the newsletter published by the Association of Cooperative Coordinators and Employers of Utah. 2. Increase the opportunities available to coordinators for getting together in training or idea exchange sessions.
Attracting Good Students	
1. More of the right kind of students entering the program.	1. Help coordinators build skills in and stay aware of the importance of a grass roots network for attracting good students. 2. Provide resource materials such as slide/tape packages, etc. for selling the program to students.
Training Employer-Sponsors	
1. Better means of training employer-sponsors.	1. Provide alternative training plan forms and similar materials and instruction for coordinators.

Training Coordinators

1. Better means of training coordinators.	1. Facilitate new coordinators teaming with successful coordinators. 2. Provide resource materials such as slide/tape packages, etc. 3. Increase the amount and type of opportunities available for coordinators to get together in groups for idea exchange and/or training. 4. Help coordinators receive credit for summer experience in their discipline.

INTRODUCTION

Cooperative Education is an important movement in public education that is rapidly gaining momentum in Utah. The number of CE programs in the state has doubled in just 3 years. Student involvement has increased to the point where, for example, more than 10% of all high school seniors in the state are now involved in some form of CE program. Similar student involvement is reflected at other secondary and post secondary levels and is expected to increase greatly in the next few years. Problems and needs are naturally incident to such growth.

Several specific needs led to this particular study. They included questions about the extent of competition between programs for work stations, the current status of related instruction, and the use of training plans. The first objective of this study was to assess the level and extent of these and any other current, pressing needs of Utah's CE programs. The second objective was to assemble alternative solutions to facilitate planning and action intended to meet those needs.

The design of the study has purposely focused on determining the principal needs and solutions of Utah's CE programs. The format of this report is intended to reflect that by mainly presenting and discussing those points that are of major interest rather than present a more exhaustive picture of the data at each stage of data gathering. The intent in keeping the scope of this report narrow has been to promote greater attention to those needs that are currently most pressing and thus facilitate action in meeting those needs.

The results of this study were intended for two primary audiences: (1) SEA and regional CE and vocational leaders and (2) local coordinators. Hence, in addition to this report and its list of specific recommendations for SEA and regional leaders, there is an "Alternative Solutions" brochure specifically for coordinators.

The "Alternative Solutions" brochure is a self-help collection of practical ideas for meeting needs faced by Utah's coordinators. The alternatives included are all from a coordinator's point of view. Wide distribution of the brochure will furnish coordinators with a tool they can employ themselves in addition to help SEA and regional leaders would provide.

PROCEDURE

Needs

Three separate rounds of data gathering were employed to determine the principal needs of Utah's CE programs. The general range of needs was determined first; second, needs were specified and assessed; and, third, the most pressing among those were identified. This three step procedure minimized the chance of premature selection of invalid needs.

In the first round, open-ended interviews were conducted with at least one coordinator from each of 15 high schools along the state's main population center, the Wasatch Front. Students and employer/sponsors were also interviewed at several of those schools. The needs identified are listed in Summary 1 of the results section (page 8). The results of those interviews were used in constructing the general questionnaire employed in the second round (Appendix A, pages 19 to 24).

The general questionnaire included open-ended, semantic differential and specific fill-in items. The questionnaire was designed to gauge attitudes about, as well as descriptions of, the current status of CE programs in relation to the general areas of need identified in the first round. The questionnaire was administered to more than 100 coordinators at a state-wide Vocational Workshop conducted at Weber State College. The results of this survey were tabulated (Appendix B, pages 25 to 36) and used to compile a list of 21 major needs considered to be representative of a broad range of CE programs across the state. Those needs are listed in Summary 2 of the results section (page 9).

Twenty local, regional and state CE and vocational area specialists rated the needs listed in terms of perceived importance. A tabulation of responses from this third round rating procedure produced a

final list of 11 princip needs. These needs are listed in the first section of Summary 2 of the results section (page 9).

Solutions

Alternative solutions to identified needs were gathered in two data collection rounds. First, a wide range of solutions was solicited which were then organized, edited, and expanded in the second round. This two-step approach facilitated the development of a more complete and representative list of solutions.

The list of 11 principal needs served as a basis for interviewing coordinators of 12 programs designated as successful by the SEA CE specialist. In addition, the list of needs was sent to representatives of two national CE service centers (James T. Godfrey, Director, Western Center for Cooperative Education and Stewart B. Collins, Executive Secretary, Cooperative Education Association). All respondents were asked to describe the solutions they found practical and successful in meeting the needs listed. Their responses were compiled and, together with a reordered list of needs, were given to five state and regional specialists for additions and editing.

RESULTS

Principal responses to the open-ended, first round interviews are summarized below.

SUMMARY 1

Summary of Coordinators', Students' and Employers' Responses to Initial Interviews

Coordinator's Role

1. Lack of time was most often given as a pressing problem;
2. The amount of paperwork and recordkeeping required needs to be reduced.

Students

1. Not getting enough of the right kind of students entering C.E. programs.

Employers

1. Employer/sponsor training is a great need for programs.
2. Many employers feel students need to be profitable.

Related Instruction

1. Curricular resources and options are strongly needed in some programs.

Work Stations

1. Competition for work stations is a problem for a few programs.
2. Poor quality students from other programs sometimes discourages employers from participating at all.
3. Help is needed in soliciting work stations.

Advisory Boards

1. Advisory boards are not being widely used.

Other

1. Coordinators lack control of budgetary matters.

These responses helped to set the range of needs used for developing the next round general questionnaire (see Appendix A).

The results of the general questionnaire were used to better define those needs and determine their extensiveness.

Twenty one general needs were derived from the results of the questionnaire (see Appendix B for a complete tabulation of responses). Those 21 needs are presented here ranked according to the summarized ratings of 20 C.E. and vocational area specialists.

SUMMARY 2

General Needs of Utah's CE Programs Derived from the Weber State Questionnaire

1. There often isn't sufficient time to do all that is expected.
2. There is a general need for more extensive training of coordinators.
3. A need was expressed for consultant help with funding sources.
4. Additional curricular sources and options are needed for both related and skill class activities.
5. The amount of paper that is expected of coordinators is considerable. A need was expressed for a reduction and/or coordination of forms required.
6. Employer-sponsors need to be trained more extensively in their responsibilities.
7. Many coordinators would like to exchange ideas with other programs.
8. Coordinators felt a need for clear, consistent guidelines.
9. Some coordinators lack input on budgetary allocations. They don't want more money, necessarily, just more information and input into decision making.
10. Not enough of the right kind of students are being attracted to the program.
11. Some school administrators are not committed to or supportive of their CE programs.

12. Employers are feeling bugged by the number of people contacting them from the various programs.

13. Some employers tend to exploit the program and use students as just a source of inexpensive help without giving them much training.

14. Some skill classes tend to be sterile due to a lack of employer input into the curriculum.

15. The quality of programs is suffering because of a lack of training plans.

16. There is a general lack of good public-relations which tends to reduce (1) the number of appropriate students entering CE programs, as well as (2) the number of quality workstations.

17. The supply of work stations is generally unstable and insufficient.

18. A number of programs aren't making use of advisory boards.

19. Competition (with other programs) for workstations is a general problem.

20. Employers are frequently discouraged from further participation in CE programs because of experiences with poor quality students or poor CE or other work-study programs.

21. Coordinators want personal nonjudgmental visits by state board personnel.

The first 11 were designated principal needs. The number of needs was cut in half to minimize possible dissipation of effort on the part of SEA personnel and others that might result from trying to deal with too many needs at once.

The principal needs were organized into five logical areas for easier consideration and are presented here with accompanying alternative solutions for both (1) coordinators and (2) SEA and regional CE and vocational area specialists.

SUMMARY 3

Summary of Principal Needs and Solutions for (1) Coordinators and (2) SEA and Regional Personnel

Coordinator Need	Recommendations for: (1) Coordinators (2) SEA and Regional Personnel
General	SEA and Regional Personnel: 1. Distribute the Solutions-1977 pamphlet developed by this study to all coordinators in the State this fall, perhaps as a section of the Association of Cooperative Coordinators and Employers of Utah Newsletter. 2. Encourage coordinator participation in the newly established Association of Cooperative Coordinators and Employers of Utah. 3. Help coordinators build skills in and stay aware of the importance of a broad public relations program. 4. Increase instructional resources available to coordinators, particularly (1) slide/tape packages useful in training and public relations and (2) curriculum alternatives and models.
Getting Administrative Support 1. More time to handle responsibilities. 2. Greater support from administrators (principals, counselors, etc.) for Cooperative Education programs and coordinators. 3. More input on budget allocations (particularly at the school level).	Coordinators: 1. Invite administrators into your program. 2. Get administrators in touch with employer/sponsors. 3. Help administrators see the need for the program. 4. Keep administrators aware of the program.

	5. Encourage students, parents and other faculty to talk to administrators about the program. SEA and Regional Personnel: 1. Offer to meet with administrators to help them see the whole CE picture. 2. Help coordinators build skills in and stay aware of the importance of working actively with administration.
Getting Information 1. Better information flow about guidelines and policy changes. 2. More information about current funding guidelines and policy changes. 3. Greater awareness of options in related class curriculum. 4. More idea exchange with other programs.	Coordinators: 1. Let CE or vocational area specialists know your informational needs. 2. Join the Association of Cooperative Coordinators and Employers of Utah. 3. Get in touch with other teachers in related disciplines. SEA and Regional Personnel: 1. Utilize the newsletter published by the Association of Cooperative Coordinators and Employers of Utah.
Attracting Good Students 1. More of the right kind of students entering the program.	Coordinators: 1. Sell your program through available media. 2. Establish a grass roots support system among teachers. 3. Develop a reputation as a desirable program. 4. Raise the image of the program by improving the quality of the jobs that students take.

	SEA and Regional Personnel: 1. Provide resource materials such as slide/tape packages, etc. 2. Help coordinators build skills in and stay aware of the importance of a grass roots network for attracting good students.
Training Employer-Sponsors 1. Better means of training employer-sponsors	Coordinators: 1. Use training agreements or plans as an initial basis for helping them understand their responsibilities. 2. Use regular visits as a time for brief, informal help on their responsibilities. 3. Work through students. 4. Use banquets, etc., for employer-sponsors as a time for low-key education. SEA and Regional Personnel: 1. Provide alternative training plan forms and similar materials and instruction for coordinators.
Training Coordinators 1. Better means of training coordinators.	Coordinators: 1. Make use of available resources. 2. Arrange to work with a coordinator from an established successful program. 3. Arrange to work for a short time in your discipline. SEA and Regional Personnel: 1. Facilitate new coordinators teaming with successful coordinators.

2. Increase the amount and type of opportunities available for coordinators to get together in groups for idea exchange and/or training.

3. Provide resource materials such as slide/tape packages, etc.

4. Help coordinators receive credit for summer or other short time work in their discipline.

These solutions represent a distillation of a broad range of responses by the (1) 12 coordinators of designated successful programs, (2) representatives of two national C.E. service centers and (3) responses from other participating coordinators during the whole process of data gathering. Coordinator strategies are treated in greater detail in the "Alternative Solutions" brochure (Appendix C). One principal need, that of a reduction or coordination of paperwork, was not included in the final list because no effective solutions were found to alleviate the difficulty.

DISCUSSION

Getting Administrative Support. Overall, the need most frequently mentioned by coordinators was from the first general area, viz., a lack of time to perform their functions. This often stemmed from administrators' lack of understanding about what is required to manage a program successfully as well as their lack of commitment to cooperative education. At present, coordinators often need to work to make room for their programs in the individual school setting. The need fo working with administrators argues for coordinators developing their interpersonal and consciousness-raising skills in addition to their normal teaching skills.

Consciousness-raising is simply helping someone become aware and stay aware of a particular idea or concept; i.e., raising their level of conscious attention to an idea. In this case, coordinators need to raise the level of administrators' conscious attention to CE programs so that administrators will become more supportive. State and regional specialists might also consider doing more consciousness-raising with coordinators they work with, i.e., help them stay aware of the importance of actively working with administration.

This idea of consciousness-raising is one SEA and regional leaders may want to focus on more in working with coordinators. Often the solutions to problems such as working with administration or attracting good students are not particularly difficult. The difficult part may be keeping coordinators aware of the importance of developing and using these basic but diverse strategies. This is especially true when those strategies are outside the range of their normal teaching activities.

Coordinators often tend to shy away from these non-teaching activities. SEA and regional leaders might consider focusing workshops in this area.

Getting Information. The overall need in the second area, getting information, was for an increase in the flow. Information sources currently provided for coordinators were generally rated high but many wanted more. one specific solution was for the SEA or other state level agency to establish a newsletter. The newly formed Association of Cooperative Coordinators and Employers of Utah can fill that gap with the newsletter it has initiated. All four of the specific informational needs could be at least partly addressed in the newsletter. If SEA and regional leaders saw this as a useful addition to their own activities, they might consider making use of the newsletter and then encouraging coordinators to join the Association.

Currently, the question of whether the Association will include all CE programs or just post-secondary programs is still somewhat open. If secondary coordinators can be persuaded to join and support the Association they will benefit greatly in the long run.

Attracting Good Students. The greatest specific difficulty in attracting good students is to avoid becoming a catch-all program for drop-outs or people who are just working and want to pick up credits. Suggested solutions varied as to how to deal with this problem. Some successful coordinators would take whatever students entered the program and try to channel them toward legitimate CE programs. Others would hold out for students who were genuinely interested in a CE experience. The choice here is mostly dependent on how the coordinator assesses the situation at his or her own school.

Two factors most successful coordinators agreed upon were (1) the need for consciousness-raising among students and faculty, and (2) the value of some form of grass roots system for bringing in prospective candidates. Here again, skills are involved that are somewhat outside those normally considered to be a part of the teacher's repertoire. SEA and regional leaders might consider keeping up the awareness of coordinators on the need for these skills and activities as well as using them as one focus in workshops and related activities.

Training Employer/Sponsors. Most coordinators agree that the main point in working with employer-sponsors is to use a low key approach. Slide-tape, flip chart or similar formal training approaches seem less appropriate for employers because of time and other constraints.

Coordinators found specific suggestions from SEA and regional leaders especially useful here. For example, showing the coordinator specific training plans that have proven effective as well as tactics for using them has been helpful.

Training Coordinators. In the last area, coordinator training, considerable interest was expressed in the idea of new coordinators being able to team up with established, successful coordinators in a similar discipline, school, etc., for a day or more to learn coordinating skills first hand. The main difficulty here seemed to be logistics and arrangements. SEA and regional specialists could help enormously by linking new and experienced coordinators together. In addition, the SEA might consider making available some source of funds to help cover expenses.

Generally, comments that were made about guidance and support received from SEA and regional CE and vocational area leaders were

quite positive. Most needs expressed were basically pointing out areas where increased emphasis might be focused. Regarding training activities, for example, coordinators were generally pleased with those provided but wanted to include some additional areas or ways training might be provided so as to help with particular needs.

APPENDICES

Appendix A

WEBER STATE WORKSHOP QUESTIONNAIRE

State Board personnel are interested in knowing your concerns about Cooperative Education (CE) programs so they can serve you better. This questionnaire lists concerns expressed recently by a random sample of CE coordinators. Which of these concerns do you share? What others do you have? Please comment wherever you like.

Type of Program: - Trade and Industrial, - Homemaking, - Business/office, - Distributive, - Health, - Agriculture

Setting: - Rural, - Urban

School Size: - 4 A, - 3 A, - 2 A, - 1 A

How long has the program been operating as a CE program?_____

How long have you been working with it?_____

Your position. _____

Number of students in the program. _____

Number of students who are placed in some kind of related work experience._____

Number of students who are paid for their work. _____

How many class hours a week does the average student in your program spend in: technical/skill training _____; human relations, problem solving, communication training _____; work adjustment _____.

Are these taught: together _____ separately _____.

1. What are the two biggest concerns or problems you have in your CE program? Any possible solutions?

   a. (Problem) _____

      (Solution) _____

   b. (Problem) _____

      (Solution) _____

2. How much competition for work stations do you experience with CE programs in other schools? (Please circle one of the numbers.)

   None at all 0 1 2 3 4 5 A great deal

3. How much of a concern is it for you?

   No concern at all 0 1 2 3 4 5 A serious concern

4. Please rate the following possible solutions to the problem of competition.

   (0 = not workable at all, 5 = the most workable solution.)

   0 1 2 3 4 5 Have a coordinating service for developing and distributing potential work sites. (Teacher-coordinators will continue to work directly with employers.)

   0 1 2 3 4 5 Begin exercising some form of control over the number and type of programs that are allowed to begin so the number of students to be placed is about the same as the number of work stations available.

   0 1 2 3 4 5 Let the competition continue. It provides a free market atmosphere which fosters a healthy program.

   (Other suggestions or proposed solutions.) _____

   _____

5. Is your supply of work stations adequate?

   Almost none at all 0 1 2 3 4 5 More than enough

6. Would you like assistance in working with the business community in general to develop more work stations?

   Not needed at all 0 1 2 3 4 5 A genuine help

7. How many hours do you spend weekly with CE? _____

8. How many hours are required to do an adequate job? _____

9. Who should perform these functions? (Please check)

	Teacher/Coordinator	Others
a. Community public relations		
b. In-school public relations		
c. Determining needs		
d. Teaching related class		
e. Obtaining work stations		
f. Training employers		
g. Working with advisory council		
h. Record keeping		
i. OJT visits		

10. Do you have as much say as you would like on budgetary decisions?

No. I would like to be involved more	0	1	2	3	4	5	Yes. I have enough control over the budget

11. How well do you think you understand your role as a coordinator?

Hardly at all	0	1	2	3	4	5	As well as I need to

12. Please rate these possible sources of role training.

0 1 2 3 4 5 Credit classes offered at your school.

0 1 2 3 4 5 Regional workshops.

0 1 2 3 4 5 June Workshop.

0 1 2 3 4 5 Personal Visits.

0 1 2 3 4 5 Handbooks or other publications.

(Other suggestions) _____

13. How well do employers you work with understand their role in the CE program?

They really aren't even aware of some of their basic responsibilities	0	1	2	3	4	5	They handle all parts of their responsibility well

14. How well do employers generally perform the supervisory functions?

Not at all	0	1	2	3	4	5	Very well

15. Please rate these possible sources of help for employers.

0 1 2 3 4 5 Training by teacher-coordinator.

0 1 2 3 4 5 Training in a school-level workshop

0 1 2 3 4 5 Training in a district-level workshop

0 1 2 3 4 5 Training in a region-level workshop

0 1 2 3 4 5 Available publications and guidelines, etc.

(Other suggestions) _____

16. What kind of information or suggestions on curriculum or teaching activities would you like?

_____

17. What curricular resources would be useful?

_____

18. How useful would an exchange of ideas with programs in the state that are similar to yours be for you?

No particular value 0 1 2 3 4 5 Very useful

19. How could state board personnel be most helpful to schools who are just beginning a CE program?

_____

_____

20. Overall, what are the two ways the state board could help you most?

_____

_____

Appendix B

Tabulation of Results from the Weber State Workshop Questionnaire

Entries correspond to questions of the same number in the Workshop Questionnaire, Appendix A.

Number of questionnaires returned - 100

Setting:	- Rural,	- Urban
%	36	64

School Size:	- 4 A	- 3 A	- 2 A	- 1 A	Other
	23	17	5	5	5

How long has the program been operating as a CE program?

	1-2 yrs	2-5 yrs	5-10 yrs	10 or more
%	26	38	26	10

How long have you been working with it?

	1-2 yrs	2-5 yrs	5-10 yrs	10 or more
%	31	47	17	5

Number of students in the program.

	10	20	30	40	50 or more
%	30	13	14	8	35

Number of students who are placed in some kind of related work experience.

	10	20	30	40	50 or more
%	40	15	15	5	24

Number of students who are paid for their work.

	25	50	75	100
%	22	6	11	60

How many class hours a week does the average student in your program spend in: technical/skill training; human relations, problem solving, communication training; work adjustment?

		1	2	3	4	5 or more
%	Skill	14	17	29	6	33
%	Human Relations	40	39	8	1	11
%	Work Adjustment	67	15	5		13

Are these taught:	Together	Separately
%	72	28

|2| How much competition for workstations do you experience with CE programs in other schools? (Please circle one of the numbers.)

None at all					A great deal
0	1	2	3	4	5
% 28	21	20	12	14	6

|3| How much of a concern is it for you?

No concern at all					A serious concern
0	1	2	3	4	5
% 39	18	12	18	6	8

|4| Please rate the following possible solutions to the problem of competition.

(0 = not workable at all, 5 = the most workable solution.)

Have a coordinating service for developing and distributing potential work sites. (Teacher-coordinators will continue to work directly with employers.)

0	1	2	3	4	5
% 16	10	10	23	19	21

Begin exercising some form of control over the number and type of programs that are allowed to begin so the number of students to be placed is about the same as the number of work stations available.

0	1	2	3	4	5
% 29	9	11	20	18	13

Let the competition continue. It provides a free market atmosphere which fosters a healthy program.

	0	1	2	3	4	5
%	14	5	17	25	14	25

|5| Is your supply of work stations adequate?

Almost none at all — More than enough

	0	1	2	3	4	5
%	6	11	18	24	28	13

|6| Would you like assistance in working with the business community in general to develop more work stations?

Not needed at all — A genuine help

	0	1	2	3	4	5
%	18	10	8	11	18	33

|7| How many hours do you spend weekly with CE?

	10	20	30	40	more
%	85	7	2	5	1

|8| How many hours are required to do an adequate job?

	10	20	30	40	more
%	64	17	3	8	5

|9| Who should perform these functions? (Please check)

		Teacher/Coordinator	Others
a.	Community public relations	70	27
b.	In-school public relations	72	23
c.	Determining needs	68	26
d.	Teaching related class	73	11
e.	Obtaining work stations	72	30
f.	Training employers	64	30
g.	Working with advisory council	72	29
h.	Record keeping	65	20
i.	OJT visits	72	7

|10| Do you have as much say as you would like on budgetary decisions?

No. I would like to be involved more — Yes. I have enough control over the Budget

	0	1	2	3	4	5
%	33	15	12	18	17	5

|11| How well do you think you understand your role as a coordinator?

Hardly at all — As well as I need to

	0	1	2	3	4	5
%	5	11	5	29	30	21

|12| Please rate these possible sources of role training.

Credit classes offered at your school.

	0	1	2	3	4	5
%	13	11	4	16	22	35

Regional workshops.

	0	1	2	3	4	5
%	5	1	13	20	25	35

June Workshop.

	0	1	2	3	4	5
%	7	1	4	23	24	41

Personal Visits.

	0	1	2	3	4	5
%	4	2	9	28	24	33

Handbooks or other publications.

	0	1	2	3	4	5
%	1	6	10	33	19	31

|13| How well do employers you work with understand their role in the CE program?

They really aren't even aware of some of their basic responsibilities — They handle all parts of their responsibility well

	0	1	2	3	4	5
%	9	20	22	33	13	4

|14| How well do employers generally perform the supervisory functions?

Not at all — Very well

	0	1	2	3	4	5
%	5	16	18	29	29	2

|15| Please rate these possible sources of help for employers.

& Training by teacher-coordinator

	0	1	2	3	4	5
%	3	3	5	23	26	43

Training in a school-level workshop

	0	1	2	3	4	5
%	13	5	11	32	24	15

Training in a district-level workshop

	0	1	2	3	4	5
%	16	12	11	25	19	17

Training in a region-level workshop

	0	1	2	3	4	5
%	28	16	14	17	17	8

Available publications and guidelines, etc.

	0	1	2	3	4	5
%	11	5	11	25	23	24

|18| How useful would an exchange of ideas with programs in the state that are similar to yours be for you?

No particular value — Very useful

	0	1	2	3	4	5
%			3	17	26	53

---

1. What are the two biggest concerns or problems you have in your CE program? Any possible solutions? (a, b, c = solutions)

		Totals
I.	STUDENTS	
1.	Can't get qualified students in program	9
a.	More PR in school, better recruitment	
b.	Train counselors	
2.	Attracting more students	3
a.	General meets at beginning of quarter	
3.	Student selection	2
a.	Better interviews, counselor cooperation	
4.	Student transportation to job site	2
II.	WORKSTATIONS	
1.	More workstations	8
2.	Developing solid, good, suitable workstations	7
a.	More released time	
b.	More community suport	
3.	Get health placements to open	2
III.	RELATED CLASS	
1.	Related class topics	5
a.	Guidelines	
b.	More advisory council contact	
c.	More content selectivity	
d.	More funds	
IV.	TIME ETC. FUNDING, PROGRAM ARRANGEMENTS	
1.	Funding	3
a.	Help with funding	

	Totals
TIME ETC. (Cont.)	
2. Not enough time (or organization	20
a. Extra preparation hour	
b. PR with administration	
c. Better organized or reallocate time	
d. Reduce load or get help	
e. Extend contracts	
V. PUBLIC & SCHOOL RELATIONS	
1. Control conflict with career center	3
a. Restrict career center activities	
b. Orientation	
2. Administration - not committed	5
a. Principal on advisory council	
b. Orientation for administrators	
3. Employer relations - cooperation	2
a. Employers more involved	
VI. LACK OF KNOWLEDGE OR COMMITMENT	
VII. REGULATIONS	
1. District expectations too huge	3
VIII. OTHER	

19. How could state board personnel be most helpful to schools who are just beginning a CE program?

		Totals
I.	WORKSTATIONS	
	1. Help in setting up workstations	3
II.	RELATED CLASS	
	1. Help with course - outlines, etc.	2
III.	TIME ETC. FUNDING, PROGRAM ARRANGEMENTS	
	1. Funding help	3
IV.	PUBLIC & SCHOOL RELATIONS	
	1. Work with administration	4
V.	LACK OF KNOWLEDGE OR COMMITMENT	
	1. Training by qualified people (credit classes available)	20
	2. Handbook - publications	5
	3. Meet with successful programs	11
VI.	REGULATIONS	
	1. Clear consistent guidelines	11
VII.	OTHER	
	1. Encouragement	2
	2. Personal visits - explanation	15
	3. Step by step help (stay in touch)	6

20. Overall, what are the two ways the state board could help you most?

		Totals
I.	WORKSTATIONS	
1.	Central workstation clearing house	3
2.	Health businesses to open	2
II.	RELATED CLASS	
1.	Curriculum ideas/materials	9
III.	TIME ETC. FUNDING, PROGRAM ARRANGEMENTS	
1.	Funding help	6
IV.	PUBLIC & SCHOOL RELATIONS	
1.	Educate career centers (train counselors)	2
2.	Work with districts to improve programs - uniformity	3
3.	Work with administration	2
4.	PR with public & school	5
5.	Train administration and provide interface	4
V.	LACK OF KNOWLEDGE OR COMMITMENT	
1.	Training (indepth - regional)	8
VI.	REGULATIONS	
1.	Clear consistent guidelines	5
2.	Communicate guidelines to dist/local	2
VII.	OTHER	
1.	Share program ideas	3
2.	Successful ideas	2
3.	Onsite visits (not to criticize)	7
4.	Be where you can be called	2
5.	Evaluate/analyze programs personally	3
6.	Reduce paper work	2
7.	Good research	2

16. What kind of information or suggestions on curriculum or teaching activities would you like?

17. What curricular resources would be useful?

	Totals
Enough topics/ideas	2
Guidelines - handbook	10
Related class content	10
Employer input	4
Skill development	2
Active - dynamic	2
Other teacher practical, successful suggestions (& national)	6
File of films, tours, speakers, etc. available	6
More (concentrated) workshops	4
Brief outline of job adjustment	2
Up-to-date information (newsletter)	3
All I can get	4

Appendix C

UTAH STATE BOARD OF EDUCATION

UTAH STATE BOARD FOR VOCATIONAL EDUCATION

250 East Fifth South Street, Salt Lake City, Utah 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

ALTERNATIVE SOLUTIONS

To the Most Pressing Needs of Utah's Cooperative Education Programs - 1977

Do you have any of these general needs?

I. Getting administrative support for you and your program.

II. Getting important information about guidelines, funding sources, ideas for program improvement.

III. Attracting enough good students into your program.

IV. Training employer-sponsors.

V. Developing coordinator skills.

These represent the main concerns expressed by more than a hundred coordinators and specialists across the state during the last year.

In seeking alternative solutions, a number of coordinators of established, successful programs as well as experts in and out of the state were asked how they coped with these problems. The solutions presented here are a summary of their responses.

We invite you to consider how you might apply them to the needs of your program. If you would like to further explore any of these ideas or would like help in applying them, contact your school/regional/state specialist.

VAUGHN L. HALL, Associate Superintendent
Office of Adult, Vocational, and Rehabilitation Services

WALTER E. ULRICH, Administrator
Division of Vocational and Technical Education
Telephone (801) 533-5371

I. GETTING ADMINISTRATIVE SUPPORT

Do you have a need for:

-- greater support from administrators (principals, counselors, etc.) for cooperative education programs and coordinators?

-- more time to handle your responsibilities as coordinator?

-- more input on budget allocations (particularly at the school level)?

Then consider these strategies.

Strategy	Comments
1. Invite Administrators into your program.	--Get them involved. Too often, they are just not aware of what is required to do an adequate job.
--Take them with you when you make your visits.	--Then they can see first hand how much time is required.
--Invite them into your classroom.	--Talk to them specifically about equipment needs.
	--Give them a "hands on" experience with the equipment and the program in general.
2. Get administrators in touch with employer/sponsors.	--Administrators are generally concerned with community interests. When they see community involvement here they will respond.
--Invite them to meet with the advisory board.	--This can be either in a formal meeting or in an informal get together with just a couple of advisory board members.
--Make them aware of teaching aids and other contributions furnished by employers.	
--Invite them to be on the advisory committee.	--They will be honored at the invitation and like to be seen as being involved with the community.
--Have employer/sponsors write to them about the value of the program and their interests in it.	--Letters ought to be low key, and positive in tone.

3. Encourage students, parents and other faculty to talk to administrators about the program; especially their success experiences.	--Administrators are sensitive to each of these groups.
4. Help administrators see the need for the program.	
--Arrange for regional/state specialist to spend time with them.	--Administrators need an overview of the total CE program.
--Let them see figures from Job Service or elsewhere that support the need for your program.	
--Give them information from local employers about the needs for trained people such as your program produces.	
5. Keep administrators aware of your program.	
--Meet with them annually and go over program goals and plans for the next year.	
--Share successes of CE students frequently with administrators.	
--Furnish copies of any CE news items that relate to your program or that reinforce your program in any way.	
6. Miscellaneous.	
--Be seen during late hours.	--If coordination activities result in long hours, let your principal be aware of that.
--Don't hard sell the program.	--Work education will stand on its own merits. The main idea is to let administrators see those merits.

II. GETTING IMPORTANT INFORMATION

Do you have a need:

-- to be better informed about guidelines and changes?

-- for information about current funding guidelines?

-- for new options in related class curriculum?

-- to be in touch with ideas from other programs?

Then, consider these strategies.

Strategy	Comments
1. Let your vocational area or CE specialist know your informational needs. --If you would like to meet occasionally with other coordinators in a discussion or seminar format, let them know. --Express your needs for particular workshops. Identify specif c needs.	--What don't you know that you should know. Tell those who work with you.
2. Join the Association of Cooperative Coordinators and Employers of Utah.	--This is a new state-wide association designed to help meet the needs of CE programs in the state. --the association publishes a newsletter to help get important, current information out to its members. --To join, or for more information about the association, newsletter or its other services contact: Frank Blair State Board of Education 250 East 5th South Salt Lake City, Utah 84111
3. Get in touch with other teachers.	

III. ATTRACTING GOOD STUDENTS

Do you have a need for attracting more of the right kind of students to your program?

Then consider these solutions.

Strategy	Comments
1. Sell your program through available media.	--You need to let students, faculty and community be aware that your program exists.
--Use school information channels: the newspaper, morning announcements, bulletin boards, etc.	--Keep applauding your program in the media. When good things happen, get them into the appropriate media.
--Use community channels like newspapers, etc.	
--Inform the PTA through a slide tape presentation.	
2. Establish a grass roots support system among teachers, counselors and students.	--Sell teachers, counselors and students on your program, especially those in your department.
--Get teachers to personally invite appropriate students to join the program.	--Have teachers make students feel special when they invite them: "We think you have the skills to join this program."
--Do a slide presentation for faculty and counselors.	--Information breaks down possible resentment or other negative attitudes.
--Get students working for you.	--This has been a real key for some programs.
	--Have the campus hero, who is in your CE class, go around and speak to classes about advantages of the program.
	--Have students personally invite their friends.
	--Need to develop a ground swell movement. Last minute recruiting just doesn't make it.

3. Develop a reputation as a desirable program.	--Personal invitations into the program are effective for developing a reputation as a desirable program. --Some coordinators try to avoid becoming the dumping ground for students not interested in cooperative education in order to maintain a strong reputation. One coordinator individualizes her program if there are not enough good students to carry the class, rather than make it a catch-all class with a weakened reputation.
4. Raise the image of the program by improving the quality of the jobs that students take.	--Quality training stations are very important.
5. Miscellaneous	
--Sponsor school activities like dances, assemblies, fund-raising activities, etc; also community service projects.	
--Be sure CE students who are released early get on the job.	--Teachers resent them hanging around the halls.
--Use your released time profitably.	--Coordinators who don't create ill will among other faculty.

IV. TRAINING EMPLOYER-SPONSORS

Do you have a need for training employer-sponsors who are new to the idea of cooperative education?

Then consider these solutions.

Strategy	Comments
1. Use Training Agreements or plans as an initial basis for helping them understand their responsibilities.	--Establish a training plan for each student. Get your regional/state specialist to help. (It is a federal requirement.)
2. Use your regular visits as a time for brief, informal help on their responsibilities.	--Keep a low profile generally. Don't take any more of their time than necessary. Let training be mostly a shaping process after the initial agreement.
3. Work through students.	--When you see problems, you might try to counsel with the student about how he might correct the situation without you becoming involved.
4. Use banquets, etc., for employer-sponsors as a time for low-key education. --Have luncheons at the beginning and end of the year. --Use employers as judges, speakers, etc., whenever possible. --Have a year end award banquet.	

V. TRAINING COORDINATORS

Do you have a need:

-- to build your skills as a coordinator?

-- to sharpen up your trade skills?

-- for training other coordinators?

Then consider these alternative strategies.

Strategies	Comment
1. Make use of available resources. --Check with your vocational or CE specialist to see what publications, media or workshops are available.	
2. Arrange to work with a coordinator from an established, successful program. --Talk to your specialist about arrangements, support money available, etc.	--Arrange to work with a coordinator whose program is similar to your own. --This could be for just a day in a nearby program or one to several days farther away.
3. Arrange to work for short time in your specialty area.	--Occasionally getting into the profession yourself is a great way to keep your skills sharp. --This option is being considered as an alternative for recertification. You may want to add your support.